

MCEETYA



National  
Assessment  
Program –  
Civics and  
Citizenship  
Year 6 School  
Assessment

2004



Ministerial Council on Education,  
Employment, Training and Youth Affairs

Ministerial Council on Education, Employment, Training  
and Youth Affairs

**National Assessment Program –  
Civics and Citizenship  
Year 6**

**School Assessment  
2004**

## Contents

---

### Preface

iv

### Chapter 1

#### Overview of the National Civics and Citizenship Sample Assessment

Background	1
What did the National Civics and Citizenship Sample Assessment measure?	2
Assessment Domain Descriptors	3
Who participated in the National Civics and Citizenship Assessment?	4
How was the National Civics and Citizenship Assessment reported?	5

### Chapter 2

#### National Civics and Citizenship School Assessment materials

Overview	6
Resource materials	6
Using the results from the Civics and Citizenship School Assessment	7

### Chapter 3

#### The School Assessment Booklet

Preparing the Assessment Booklet	9
----------------------------------	---

### Chapter 4

#### Assessment Administration Guidelines

Before conducting the assessment task	11
Time allocation	11
Materials required	11
Assistance	11

<b>Chapter 5</b>	
The Marking Guide	12
<b>Chapter 6</b>	
Recording the results	
Using the Class Record Sheet	13
<b>Chapter 7</b>	
Proficiency Levels and the Proficient Standard	
The standard for Year 6 Civics and Citizenship	14
Distribution of Year 6 student performance	16
<b>Chapter 8</b>	
Analysing and Reporting School-level Student Performance	
Using the Item Analysis Sheet	17
Conversion of student raw scores to scale scores	18
Using the Class Analysis Sheet	20
<b>Appendix 1</b>	
Professional Elaboration of the Assessment Domain	
<b>Appendix 2</b>	
Year 6 Assessment Booklet	
<b>Appendix 3</b>	
Year 6 Assessment Administration Guidelines	

## Appendix 4

### Year 6 Marking Guide

## Appendix 5

### Year 6 Class Record Sheet

## Appendix 6

### Year 6 Item Analysis Sheet

## Appendix 7

### Year 6 Class Analysis Sheet

## Tables

Table 1.1 Design samples and final participation rates, by State and Territory	4
Table 3.1 Summary of the aspects covered in the school assessment	10
Table 7.1 Description of skills assessed at each proficiency level	15
Table 8.1 Raw score to scale score conversion	19

## Figures

Figure 1.1 Civics and citizenship assessment domain – domain descriptors	3
Figure 7.1 Percentages of students from the 2004 National Civics and Citizenship Sample Assessment at each proficiency level and the corresponding scaled scores	16

## Preface

In 2004, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) conducted an assessment of a sample of Year 6 and Year 10 students across Australia to assess their proficiency in civics and citizenship.

The assessment of civics and citizenship is part of a national plan that is being put progressively in place to monitor and report on student achievement against the National Goals for Schooling in the Twenty-first Century. The National Goals—and the importance of monitoring student achievement in relation to them—were agreed to by all State, Territory and Federal Education Ministers in 1999.

Under the national plan, student performance is being assessed in science, civics and citizenship and information and communications technology (ICT) in three-yearly cycles. The results are being reported against proficiency levels and standards that are established after the first round of testing in each of the three priority areas.

The civics and citizenship assessment domain, which defined the scope of the National Civics and Citizenship Sample Assessment in 2004, was developed during 2002-03 in consultation with a national Review Committee, established to ensure that the domain was inclusive of the different State and Territory curricula and that the items in the assessments were fair for students, irrespective of where they attended school.

The information and assessment materials in this document have been designed to assist teachers to gauge their own students' proficiency in civics and citizenship.

By replicating components of the National Civics and Citizenship Sample Assessment for Year 6 in the classroom, teachers will be able to compare the results of their classes and individual students with the national proficiency levels and standards in civics and citizenship.

It is anticipated that teachers will be able to reflect on this information to enhance teaching and monitoring programs in our schools.

## Chapter 1

### Overview of the National Civics and Citizenship Sample Assessment

---

#### Background

In April 1999, the State, Territory and Commonwealth Ministers for Education, meeting as the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) agreed to the Adelaide Declaration on National Goals for Schooling in the Twenty-first Century. The National Goals provides the framework for reporting on student achievement through MCEETYA's annual *National Report on Schooling in Australia*.

Goal 1.4 of the National Goals states that, when students leave schools, they should:

*be active and informed citizens with an understanding and appreciation of Australia's system of government and civic life*

Through its taskforces, MCEETYA commissioned the construction of two key performance measures (KPMs) for civics and citizenship education—KPM1, which focused on civics knowledge and understanding, and KPM2, which addressed citizenship participation skills and civic values. Students' proficiency against the two key performance measures was gauged through a national sample assessment program.

The national sample assessment was conducted in October 2004 with 10,712 Year 6 students from 318 schools and 9,536 Year 10 students from 249 schools. The assessment measured the elements identified in the assessment domain comprising KPM1 and KPM2. Various item types were used, including dual-choice, multiple-choice, closed, constructed and short-extended response items.

The results of the sample assessment are published in the *National Assessment Program - Civics and Citizenship Years 6 and 10 Report 2004* and available at <http://www.mceetya.edu.au>. The report describes the testing process and presents information about students' proficiency at the national, State and Territory levels. The intention is that the Civics and Citizenship sample assessment will be repeated every three years so that performance can be monitored over time.

## What did the National Civics and Citizenship Sample Assessment measure?

The National Civics and Citizenship Sample Assessment measured student knowledge, understandings, dispositions and skills in civics and citizenship.

An assessment domain was developed in consultation with curriculum experts from each State and Territory and representatives of the Catholic and independent school sectors.

The assessment domain comprised the two Key Performance Measures (KPMs) defined as follows.

*KPM 1 Civics: Knowledge & Understanding of Civic Institutions & Processes*

Knowledge of key concepts and understandings relating to civic institutions and processes in Australian democracy, government, law, national identity, diversity, cohesion and social justice.

*KPM 2 Citizenship: Dispositions & Skills for Participation*

Understandings related to the attitudes, values, dispositions, beliefs, and actions that underpin active democratic citizenship.

The KPM definitions are further defined by the domain descriptors presented in Figure 1.1 and the professional elaboration in Appendix 1. The professional elaboration is a further expansion of the domain descriptors and identify the key concepts and skills students are expected be able to have attained by Years 6 and 10.

Figure 1.1: Civics and Citizenship Assessment Domain – Domain Descriptors

## NATIONAL ASSESSMENT PROGRAM - CIVICS & CITIZENSHIP ASSESSMENT DOMAIN: DOMAIN DESCRIPTORS

### **Yr 6 Civics & Citizenship Key Performance Measures**

**KPM 1: Civics: Knowledge & Understanding of Civic Institutions & Processes**

Knowledge of key concepts and understandings relating to civic institutions and processes in Australian democracy, government, law, national identity, diversity, cohesion and social justice.

*Within primary schooling this KPM anticipates that students can:*

- 6.1: Recognise key features of Australian democracy.
- 6.2: Describe the development of Australian self-government and democracy.
- 6.3: Outline the roles of political and civic institutions in Australia.
- 6.4: Understand the purposes and processes of creating and changing rules and laws.
- 6.5: Identify the rights and responsibilities of citizens in Australia's democracy.
- 6.6: Recognise that Australia is a pluralist society with citizens of diverse ethnic origins and cultural backgrounds.

**KPM 2: Citizenship: Dispositions & Skills for Participation**

Understandings related to the attitudes, values, dispositions, beliefs and actions that underpin active democratic citizenship.

*Within primary schooling this KPM expects that students can:*

- 6.7: Recognise that citizens require certain skills and dispositions to participate effectively in democratic decision-making.
- 6.8: Identify ways that Australian citizens can effectively participate in their society and its governance.
- 6.9: Recognise the ways that understanding of and respect for, commonalities and differences contribute to harmony within a democratic society.
- 6.10: Understand why citizens choose to engage in civic life and decision-making.

### **Yr 10 Civics & Citizenship Key Performance Measures<sup>1</sup>**

**KPM 1: Civics: Knowledge & Understanding of Civic Institutions & Processes**

Knowledge of key concepts and understandings relating to civic institutions and processes in Australian democracy, government, law, national identity, diversity, cohesion and social justice.

*Within secondary schooling this KPM expects that students can:*

- 10.1: Recognise that perspectives on Australian democratic ideas and civic institutions vary and change over time.
- 10.2: Understand the ways in which the Australian Constitution impacts on the lives of Australian citizens.
- 10.3: Understand the role of law-making and governance in Australia's democratic tradition.
- 10.4: Understand the rights and responsibilities of citizens in a range of contexts.
- 10.5: Analyse how Australia's ethnic and cultural diversity contribute to Australian democracy, identity and social cohesion.
- 10.6: Analyse Australia's role as a nation in the global community.

**KPM 2: Citizenship: Dispositions & Skills for Participation**

Understandings related to the attitudes, values, dispositions, beliefs and actions that underpin active democratic citizenship.

*Within secondary schooling this KPM expects that students can:*

- 10.7: Understand that citizens require certain knowledge, skills and dispositions to participate effectively in democratic political and civic action.
- 10.8: Analyse the role of a critical citizenry in Australia's democracy.
- 10.9: Analyse the relationship between democratic values and social justice as an important aspect of Australia's democratic tradition.
- 10.10: Analyse the reasons Australians make choices about participating in political and civic processes.

---

<sup>1</sup>The Year 10 KPMs assume the Year 6 KPMs have already been achieved by students

## Who participated in the National Civics and Citizenship Sample Assessment?

Approximately 4 per cent of the national Year 6 and Year 10 student populations were randomly sampled and assessed. All States and Territories and government, Catholic and independent schools participated. Table 1.1 shows the number of schools and students in the final sample from which performance comparisons were reported.

A grade-based population of students enrolled at schools was chosen. This is consistent with the reporting of literacy and numeracy performance in the ANR. Information about structural differences that may assist interpretation of the results of the testing is summarised in the *National Assessment Program - Civics and Citizenship Years 6 and 10 Report 2004*.

Table 1.1: Design Samples and Final Participation Rates, by State and Territory

State/ Territory	Year 6			Year 10		
	Design school sample	Number and % <sup>1</sup> of schools in final sample	Number of students in final sample	Design school sample	Number and % <sup>1</sup> of schools in final sample	Number of students in final sample
<b>NSW</b>	45	44 (100%)	1650	40	39 (97%)	1576
<b>VIC</b>	45	45 (100%)	1494	38	37 (97%)	1367
<b>QLD</b>	41	41 (100%)	1641	35	35 (100%)	1438
<b>SA</b>	46	45 (100%)	1280	35	35 (100%)	1271
<b>WA</b>	45	42 (98%)	1495	35	35 (100%)	1487
<b>TAS</b>	45	44 (95%)	1208	30	28 (97%)	1010
<b>NT</b>	28	27 (96%)	761	21	17 (81%)	486
<b>ACT</b>	30	30 (100%)	1183	26	23 (88%)	901
<b>AUST</b>	325	318 (99%)	10712	260	249 (96%)	9536

<sup>1</sup> Percentage of eligible (non-excluded) schools in the final sample. Participating replacement schools are included.

## How was the National Civics and Citizenship Sample Assessment reported?

The National Civics and Citizenship Sample Assessment was designed to provide as much information as possible about students' performances in relation to the assessment domain.

To simplify the reporting of this information, a set of five proficiency levels was developed describing increasing levels of skills and understanding demonstrated by students in the first national assessments. In addition education experts from government, Catholic and non-government schools in all States and territories came together to set a proficient standard for each of Year 6 and Year 10.

The proficient standard is a level of performance that would be expected for a student at that year level. Students needed to demonstrate more than minimal or elementary skills to be regarded as having reached a proficient standard. A proficient standard is not the same as a minimum benchmark standard because the latter refers to the basic level needed to function at that year level whereas the former refers to what is expected of a student at that year level. The Proficient Standard for Year 6 was set at Proficiency Level 2 and for Year 10 at Proficiency Level 3.

The proficiency levels (and the proficient standards for Years 6 and 10) are described in terms of the knowledge, understandings, dispositions and skills which students demonstrated in the National Civics and Citizenship Sample Assessment. These knowledge, understandings, dispositions and skills have been mapped against the civics and citizenship assessment domain.

Five levels of proficiency in civics and citizenship are defined and described in Table 7.1 in Chapter 7.

The tables in Chapter 8 enable the raw scores achieved by students in the School Assessment materials to be converted into equivalent scaled scores and compared with the proficient level and standards developed to report the performance of students in the National Sample Assessment.

## Chapter 2

### National Civics and Citizenship School Assessment Materials

---

#### Overview

The items used in the National Civics and Citizenship School Assessment materials have been released from the 2004 National Sample Assessment to enable teachers to administer the assessment tasks under similar conditions and to gauge their own students' proficiency in relation to the national standards.

The National Civics and Citizenship School Assessment materials provided here are representative of the items contained in the National Civics and Citizenship Sample Assessment for Year 6.

The remaining 2004 assessment items have been secured for the purpose of equating the next National Sample Assessment (which is to be undertaken in 2007) with the 2004 assessment, so that longitudinal data on student performance can be obtained.

#### Resource Materials

The print materials required to conduct the Civics and Citizenship School Assessment, analyse the performance of students and gauge their proficiency against the national civics and citizenship standards, are provided as appendices within this document and may be reproduced freely.

The print assessment materials include:

- The Year 6 Assessment Booklet
- Assessment Administration Guidelines
- Marking Guide
- Class Record Sheet
- Item Analysis Sheet
- Class Analysis Sheet

## Using the Results from the Civics and Citizenship School Assessment

Civics and citizenship education is a contested area. Within Australia, the definitions associated with certain key concepts have not been agreed upon across jurisdictions or their appearance in formal curriculum documents until recently (*Statements of Learning for Civics and Citizenship at <http://www.mceetya.edu.au>*).

Consequently, in schools the implementation of civics and citizenship education is variable. In addition, the manner in which civics and citizenship is taught will vary according to individual classrooms, teachers' own civics and citizenship backgrounds and their enthusiasm for civics and citizenship.

Although there is currently considerable variability in the teaching of civics and citizenship, the national assessments and the school assessments developed from them are standardised tests, developed through a rigorous consultative process that included input from educational experts and reference groups, subjected to intensive development and trialled and administered under strict conditions to ensure the soundness of the National Sample Assessment.

Users can therefore be confident that these tests meet the highest possible professional and ethical criteria.

The tests are standards-based. They allow inferences to be made about students' levels of achievement in the key concepts, the mean level of performance for a class and/or cohort and the range of proficiency levels that a class or cohort achieves.

Although the ways in which these test materials will be used will inevitably vary, they can provide very valuable information at the classroom, school and system levels

Some teachers may use the tests to obtain information about students' existing skills or understandings: for example, a Year 7 teacher might use the Year 6 materials for diagnostic purposes. This information could then assist the teacher's planning for the year. However, before doing so, the teacher should determine whether students have previously sat the National Sample Assessment. If they have, their results could be inflated and therefore not an accurate estimation of performance—or they might not engage with the test for a second time and the results could be disappointing.

At the classroom level, the test materials can be used to:

- diagnose individual students' strengths and weaknesses in terms of their demonstrated skills and understandings in civics and citizenship;
- ascertain the strengths and weaknesses in civics and citizenship of the class as a whole;
- help teachers to analyse the effectiveness of their own civics and citizenship teaching and learning strategies;
- provide models of sound assessment tasks; and
- moderate individual teachers' judgements with those of the National Sample Assessment.

At the whole-school level, they can be used to:

- infer levels of student civics and citizenship achievement in the particular State or Territory's curriculum framework;
- make comparisons between civics and citizenship performance in the school and the State or Territory mean;
- make comparisons between the range in civics and citizenship performance in the school and the State or Territory range;
- report to the school community on students' achievements in civics and citizenship;
- report to school authorities on students' achievements in civics and citizenship;
- set priorities for school development planning; and
- provide continuity for students moving from other schools.

In using the test materials, it should be borne in mind that:

- The National Sample Assessment assesses much—but not all—important civics and citizenship knowledge and skills.
- Test results are one source of information about students' progress and information from other sources is necessary for accurate assessments to be made.
- The assessment administration guidelines must be followed carefully.

## Chapter 3

### The School Assessment Booklet

---

The school assessment of civics and citizenship comprises a pencil-and-paper assessment, with 33 multiple-choice and short-answer type questions. The assessment is designed to assess all five proficiency levels (page 15 Table 7.1) and both Key Performance Measures of the national civics and citizenship assessment domain.

A summary of the skills and understandings assessed by each item in the school assessment is provided in Table 3.1.

### Preparing the Assessment Booklet

The Year 6 School Assessment Booklet can be found at Appendix 2. It has been formatted to be suitable for printing or copying.

When photocopying the test for a class, it is important to ensure that the format displayed in the resources is maintained in the back-to-back mode, with pages 2 and 3 facing one another.

Table 3.1 Summary of the aspects covered in the school assessment

Qn.	Question	KPM	Item Descriptor
1	Class Captain	2	Identifies two democratic features of an electoral process.
2	Class Captain	2	Identifies two undemocratic features of an electoral process.
3	Becoming an MP	1	Recognises the process required for election to Australian parliament.
4	Bike Helmets	1	Recognises that laws can be made in parliaments.
5	Bike Helmets	1	Explains how laws can reflect social responsibility.
6	Early Colonial Times	1	Identifies a complaint of the Australian free settlers about their governance.
7a	Flag	1	States the meaning of the Union Jack as a symbol on the Australian national flag.
7b	Flag	1	States the meaning of the Southern Cross as a symbol on the Australian national flag.
7c	Flag	1	States the meaning of the Federation Star as a symbol on the Australian national flag.
8a	Flag	1	States the meaning of the black colour as a symbol on the Australian Aboriginal flag.
8b	Flag	1	States the meaning of the red colour as a symbol on the Australian Aboriginal flag.
9	GG Responsibility	1	Recognises a responsibility of the Governor General.
10	Citizenship Pledge	1	Identifies freedom of religion as manifested in the Australian citizenship pledge.
11	Citizenship Pledge	1	Identifies that some shared values exist within Australian society.
12	Citizenship Pledge	1	Recognises that Australian citizens have both freedoms and responsibilities.
13	Citizenship Pledge	2	Explains the principle of the precedence of the common good over individual rights in Australia's democracy.
14	National Elections	1	Recognises the minimum frequency of Australian Federal elections.
15	Responsibilities of Citizens	1	Identifies financial obligation of citizens in a democracy.
16	Sorry Day	2	Recognises the purpose of material encouraging social action.
17	Sorry Day	2	Explains how recognition of the concerns of a group might support social harmony.
18	Sorry Day	2	Explains how publicising the concerns of a group might lead to social disharmony.
19	Sorry Day	2	Analyses the political motivation for the inclusion of specific information in promotional material.
20	State and Federal	1	Recognises a feature of the relationship between the Federal and State and Territory governments.
21	Unpopular decisions	1	Explains why a democratic government may act against the wishes of the electorate.
22	Ham Ban	2	Infers cultural inclusivity represented by a government's actions.
23	Ham Ban	2	Recognises the difficulty of balancing inclusivity and unmanageable precedent.
24	Littering	1	Explains a link between education campaigns and responsible social behaviour.
25	Littering	1	Recognises the way a poster is used to encourage prosocial behaviour.
26	Littering	1	Identifies how an education campaign regarding risk can be used to encourage prosocial behaviour.
27	Littering	2	Identifies that social responsibility consistently underlies prosocial behaviour.
28	Bathing	2	Infers the motivation behind a public protest.
29	Bathing	2	States two feasible ways of supporting a change in the law.
30	Bathing	1	Explains, in a simple context, how community standards may affect the law.
31	Aust-Invasion Day	1	Identifies the historical event remembered on Australia day.
32	Aust-Invasion Day	1	Explains the significance for some that the British colonisation of Australia was without treaty.
33	Voltaire Quote	2	Infers a principle of free speech from a well-known quotation.

Note: KPM1 = Civics: Knowledge &amp; Understanding of Civic Institutions &amp; Processes

KPM2 = Citizenship: Dispositions &amp; Skills for Participation

## Chapter 4

### Assessment Administration Guidelines

Use the Assessment Administration Guide presented in Appendix 3 to conduct the assessment in your class. It is suitable for printing or copying.

### Before conducting the assessment

Make yourself familiar with these guidelines. They must be followed closely if the results of testing in your school are to be comparable with the national data.

### Time allocation

The assessment will take a total of 70 minutes to complete:

- 10 minutes to explain the assessment and distribute the materials
- 60 minutes to complete the assessment.

### Materials required

<i>Students</i>	Pen/pencil and eraser One booklet per student
<i>Teachers</i>	Administration guide

### Assistance

When completing the assessment, students should be given every opportunity to demonstrate their understandings. You can read part or all of a question for a student if he or she is experiencing difficulty in reading it. It is important, however, not to interpret the question for the student.

Students should be encouraged to attempt all questions in the assessment. If a student finds a question difficult, suggest that he or she skip it and move on to other questions. The student can return to the original question if time permits.

## Chapter 5

### The Marking Guide

---

The Marking Guide (Appendix 4) reflects the final marking guide used for the National Assessment and provides a standardised means of scoring student responses. It is suitable for printing or copying.

Teachers should mark their student's responses to the test items according to the descriptions and examples of student responses presented in the Marking Guide.

Use of this rubric in scoring class responses will allow valid comparisons to be made of your students' results with the results of the National Civics and Citizenship Assessment as presented in Chapter 8 of this document.

Item response types include: dual choice (True/False), multiple choice, closed and constructed. The number of score points allocated to items varies: dual and multiple choice items have a maximum score of one point. Closed and constructed response items are each allocated a maximum of between one and three score points, with a possibility of partial credit being awarded when the maximum was greater than one.

## Chapter 6

### Recording the Results

---

The information in Chapters 6, 7 and 8 allow teachers to record and analyse student results. Student results may be recorded on different forms and in different ways in order to allow teachers a range of ways in which to analyse student performance. The Class Record Sheet (see Appendix 5) is the main document for recording student results, but the Item Analysis Sheet and the Class Analysis Sheet may also be used (see Chapter 8).

### Using the Class Record Sheet

The Class Record Sheet (Appendix 5) is to be used in conjunction with the Marking Guide (see Chapter 5). It provides a template for recording student marks and a format for recording information for later analysis. It is suitable for printing or copying.

Teachers should enter on the Class Record Sheet the marks given to each student for each question. For each student in the class, write their name in the column headed 'Name'. Then, working across the row, record the score that student achieved on each question.

The column headed 'Total Raw Score' should be used to record the student's total score on the assessment.

The summary rows at the bottom of the Class Record Sheet should be used to tally the number of students in the class that achieved a certain score on each question. For example, on a 1-point question, you would record the number of students who achieved a score of '0' and the number of students who achieved a score of '1'.

The final column, 'Scale Score', will be used to record the scale score during analysis of the student results in Chapter 8.

## Chapter 7

### Proficiency Levels and the Proficient Standard

As part of the 2004 National Civics and Citizenship Sample Assessment, proficiency levels and a Proficient Standard were established.

Table 7.1 provides a description of the level of knowledge and skills assessed by items operating at each proficiency level. Items at the higher proficiency levels require students to demonstrate more demanding skills and understandings to answer them than do items with lower proficiency levels.

### **The Standard for Year 6 Civics and Citizenship**

A standard for civics and citizenship has been established as part of the first cycle of national assessment to provide parents, educators and the community with a clear picture of the proficiency students are expected to demonstrate by the end of Year 6.

The ‘proficient’ standard is a challenging but reasonable level of performance, with students having to demonstrate more than minimal or elementary skills.

In terms of the proficiency levels described in Table 6.1, the Year 6 Proficient Standard in civics and citizenship was found to be equivalent to Level 2. Therefore, students achieving at or above Level 2 are considered to have an understanding of civics and citizenship appropriate to Year 6.

Year 6 students who exceed the Proficient Standard (those who perform at Level 3 and above) show exemplary performance.

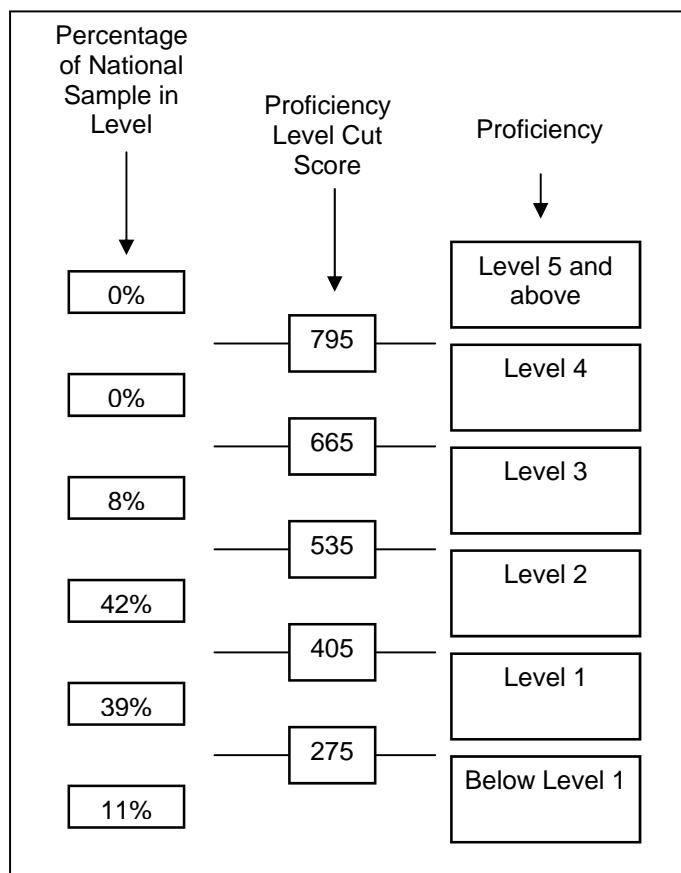
Table 7.1: Description of Skills Assessed at Each Proficiency Level

Proficiency Level	Level Descriptors
Level 1	<p>Demonstrates a literal or generalised understanding of simple civics and citizenship concepts, using vague terminology without interpretation.</p> <ul style="list-style-type: none"> <li>• <i>identify a basic feature of democracy or a democratic process</i></li> <li>• <i>recognise that democratic governments are elected by the people</i></li> <li>• <i>recognise some private actions open to citizens in a democracy</i></li> <li>• <i>Identify appeals to legality or behaviour change in anti-littering posters</i></li> <li>• <i>recognise that the right to free speech does not imply agreeing with others' views</i></li> <li>• <i>provide one motivation for joining a community organisation</i></li> <li>• <i>identify one possible reason for taking protest action</i></li> <li>• <i>identify one example of the impact of 'neutral media coverage'</i></li> </ul>
Level 2	<p>Demonstrates accurate responses to relatively simple civics and citizenship concepts or issues, with limited interpretation or reasoning.</p> <ul style="list-style-type: none"> <li>• <i>identify more than one basic feature of democracy or democratic process</i></li> <li>• <i>know what a referendum is</i></li> <li>• <i>identify a reason why Europeans in the nineteenth century may not have recognised Indigenous laws</i></li> <li>• <i>offer minimal analysis of reasons for or against compulsory voting</i></li> <li>• <i>have basic understandings of citizens' taxation and/or civic responsibilities</i></li> <li>• <i>assert rather than analyse views on media influence</i></li> <li>• <i>recognise tensions between democratic rights and private actions</i></li> </ul>
Level 3	<p>Demonstrates comparatively precise and detailed factual responses to complex civics and citizenship concepts or issues, and some interpretation of information.</p> <ul style="list-style-type: none"> <li>• <i>clearly understand the mechanisms and importance of secret ballot</i></li> <li>• <i>recognise governments advertise the laws so they are known to citizens</i></li> <li>• <i>explain the symbolism of the Southern Cross in the Australian flag</i></li> <li>• <i>identify the historical event remembered on Anzac Day</i></li> <li>• <i>know two actions that might bring about change in legislation</i></li> <li>• <i>analyse and interpret evidence of attitudinal causes of government policy changes</i></li> <li>• <i>identify the responsibility of government in the area of health</i></li> <li>• <i>understand the general effect of sanction in international agreements</i></li> </ul>
Level 4	<p>Demonstrates precise and detailed interpretive responses to complex civics and citizenship concepts or issues. Appropriately uses conceptually-specific language.</p> <ul style="list-style-type: none"> <li>• <i>comment accurately on the meaning of Anzac Day</i></li> <li>• <i>explain how understanding civic process supports civic participation</i></li> <li>• <i>explain why disagreement between citizens can be good for society</i></li> <li>• <i>explain how governments may change laws to ensure consistency between State and Federal legislation</i></li> <li>• <i>understand a democratic electoral mandate gives an elected government the power to implement its policies</i></li> <li>• <i>provide an accurate definition of the term/concept 'discrimination'</i></li> <li>• <i>analyse the impact on public opinion of both positive or negative media reporting of an event</i></li> <li>• <i>analyse Indigenous Australians' under-representation in parliaments</i></li> </ul>
Level 5 and above	<p>Demonstrates precise and detailed interpretive responses to very complex civics and citizenship concepts, underlying principles or issues, in field-specific terminology.</p> <ul style="list-style-type: none"> <li>• <i>explain one of the principles that underlie compulsory voting</i></li> <li>• <i>recognise the importance of precedent and its community impact</i></li> <li>• <i>understand why refugees need to find safety in another country</i></li> <li>• <i>understand the contribution of freedom of information laws in a democracy</i></li> <li>• <i>analyse the tension between critical citizenship and abiding by the law</i></li> </ul>

## Distribution of Year 6 Student Performance

Figure 7.1 shows the distribution of students who achieved each proficiency level in the National Civics and Citizenship Sample Assessment. The information draws on the distribution of students' performances across proficiency levels as presented in Chapter 3 of the *National Assessment Program: Year 6 and Year 10 Civics and Citizenship Report 2004*.

Figure 7.1 Percentages of students from the 2004 National Civics and Citizenship Sample Assessment at each proficiency level and the corresponding scaled scores



## Chapter 8

### Analysing and Reporting School-level Student Performance

---

These School Assessment materials provide teachers with a number of ways in which to assess student performance. One way is to compare the group's performance on individual items to the national results from 2004, using the Item Analysis Sheet. Another way is to compare the overall score obtained by students to the 2004 national distribution, using scale scores and the Class Analysis Sheet. The Item Analysis Sheet can be found in Appendix 6 and the Class Analysis Sheet is Appendix 7. Both are suitable for printing or copying.

### Using the Item Analysis Sheet

The Item Analysis Sheet (Appendix 6) provides a tool for comparing class performance against the results reported in the *National Assessment Program - Civics and Citizenship Years 6 and 10 Report 2004*.

Teachers should record the total number of students assessed in the box at the top of the Item Analysis Sheet.

The information required for the column headed 'Number of students' can be obtained from the summary you completed at the bottom of the Class Record Sheet (see Chapter 6). That is the number of students who scored 1, 2 or 3 for each item.

Teachers should note that the number of students receiving '0' will not be used for further analysis.

For many items it is possible to score greater than '1' on a question. Where this is the case, there is a row for each possible score, as indicated in the column 'Score Value'. The number of students receiving each score should be recorded on the relevant row.

### *Calculating percentages*

The percentage of students achieving the correct answer on an item can be calculated using the formula:

$$\frac{\text{number of students scoring full marks}}{\text{number of students assessed}} \times \frac{100}{1}$$

Record the percentage in the column headed '(%) of students'.

The percentage calculated for your class can then be compared with the results reported in the *National Assessment Program - Year 6 and Year 10 Report 2004*, which are shown in the column headed 'National Sample'. This is the percentage of students across Australia who answered each particular item correctly. In making comparisons, teachers are advised to consider the items in relation to their school's curriculum and context.

The final column in the Item Analysis Sheet, 'Proficiency Level', indicates the level at which each item or item score value is located.

## Conversion of Student Raw Scores to Scale Scores

Table 8.1 can be used to convert students' raw scores on the School Assessment to corresponding scale scores on the National Civics and Citizenship Sample Assessment. In the latter, the students' raw scores on the civics and citizenship scale were transformed into a scale with a mean of 400 and a standard deviation of 100.

This transformation was applied to assist in the interpretation of the raw scores and the assignment of proficiency levels. Therefore the tables shown below can be used to determine the proficiency level of a student by matching his or her raw score with the scaled score and corresponding proficiency level.

Table 8.1 enables teachers to determine whether their students have demonstrated proficiency in civics and citizenship by reaching Level 2 or better on the national civics and citizenship scale.

Teachers should record the scale score for each student in the final column of the Class Record Sheet (see Chapter 6).

Table 8.1 Raw Score to Scale Score Conversion

Student raw score	Equivalent sampled scale score	Level attained	Level Descriptors
0	-149	Below Level 1	
1	-1		
2	70		
3	118		
4	155		
5	185		
6	211		
7	234		
8	252		
9	273		
10	290	Level 1	Demonstrates a literal or generalised understanding of simple civics and citizenship concepts, using vague terminology without interpretation.
11	306		
12	322		
13	336		
14	350		
15	364		
16	377		
17	389		
18	402		
19	414	Level 2	Demonstrates accurate responses to relatively simple civics and citizenship concepts or issues, with limited interpretation or reasoning.
20	425		
21	437		
22	448		
23	459		
24	470		
25	482		
26	492		
27	503		
28	514		
29	526		
30	537	Level 3	Demonstrates comparatively precise and detailed factual responses to complex civics and citizenship concepts or issues, and some interpretation of information.
31	548		
32	560		
33	571		
34	583		
35	595		
36	608		
37	621		
38	635		
39	649		
40	663		
41	679	Level 4	Demonstrates precise and detailed interpretive responses to complex civics and citizenship concepts or issues. Appropriately uses conceptually-specific language.
42	695		
43	712		
44	730		
45	749		
46	770		
47	792		
48	817	Level 5	Demonstrates precise and detailed interpretive responses to very complex civics and citizenship concepts, underlying principles or issues, in field-specific terminology.
49	845		
50	878		
51	921		
52	985		
53	1124		

## Using the Class Analysis Sheet

The Class Analysis Sheet (Appendix 7) is designed to assist you in drawing a graph of class or school performance that enables comparisons to be made between your student group and the National Civics and Citizenship Sample Assessment.

The graph is a simple pictorial presentation of the data that enables visual comparisons of the performance of a student group with the sample study findings, including the national mean and distribution estimates.

However, teachers should use these as indicators only. The National Civics and Citizenship Sample Assessment was constructed and implemented scientifically to provide a representative estimate of the national Year 6 population. Small groups such as schools or classes may have distributions that are unique to them at the time they use this material.

The graph can be constructed as a simple histogram by shading the cells vertically to represent the number of students who have achieved a particular score. A line can then be drawn by joining the midpoints of the maximum cell for each score to form the frequency polygram.

### *National sample mean and distribution*

The shaded vertical column at the scaled score of 402 (raw score = 18) represents the mean for the national sample (400).

The shaded bars entitled 'National Distribution' indicate the proportions of students falling within the lower 25th, the middle 50th and top 25th percentile in the 2004 sample study.

### *Proficiency levels*

With respect to proficiency levels, the shaded bars entitled 'Level Distribution' can be used to determine the proportions of students located within each of the civics and citizenship proficiency levels.

## Appendix 1

### Professional Elaboration of the Assessment Domain

---

#### **Yr 6 Civics & Citizenship Key Performance Measures**

##### **KPM 1: Civics: Knowledge & Understanding of Civic Institutions & Processes**

*Knowledge of key concepts and understandings relating to civic institutions and processes in Australian democracy, government, law, national identity, diversity, cohesion and social justice.*

*Within primary schooling this KPM anticipates that students can:*

###### *6.1: Recognise key features of Australian democracy.*

Identify and be able to describe the following key features of Australian democracy:

Australian citizens use a secret ballot to elect representatives to govern on their behalf.

A majority of elected representatives can form a government to exercise decision making authority, which is then responsible to the elected representatives.

Laws can be passed with the support of a majority of elected representatives.

Basic values in a democratic society include the rule of law, freedom of speech, freedom of the media, freedom of religion, freedom of association.

Everyone, including government, is subject to the law.

###### *6.2: Describe the development of Australian self-government and democracy.*

Indigenous Australians have always had formal, traditional processes of governance and these processes continue to exist today.

Permanent British occupation of Australia began with the settlement of a penal colony in Sydney in 1788.

After European occupation the indigenous inhabitants came under British law and their rights to the land were said not to exist, since the land was said to be ‘Terra Nullius’.

Until the mid nineteenth century appointees of the British Government made Australian political decisions: the Governors, the Legislative Councils, and a system of courts. Local municipal governments were established over time.

During the nineteenth century the British Government, under continuous pressure from colonists, enlarged the franchise for voting and the responsibilities of the Legislative Councils in the colonies. Australian colonies slowly adapted most aspects of the Westminster system.

By 1901, the colonies had agreed to federate and the Commonwealth of Australia was created, as a federation under a constitutional monarchy, with a bi-cameral legislature and with the British monarch as the head of state, represented nationally by the Governor-General.

At Federation, not all Australians had voting rights. During the 20th Century the franchise was extended to all adult citizens, including: women, indigenous people and immigrants.

*6.3: Outline the roles of political and civic institutions in Australia.*

Identify the three levels of government in Australia: – local, state and federal.

Describe electoral processes that operate in these three levels and how citizens can become elected representatives.

Understand that each level of government is responsible for providing different services to citizens, and that they therefore impact on citizens' lives differently.

Recognise the importance of having an independent public service to advise governments.

*6.4: Understand the purposes and processes of creating and changing rules and laws.*

Understand that the purpose of all laws (and some rules) is to govern the behaviour of individuals, groups and nations.

Understand that rules and laws can be made in many locations and times.

Understand that laws are created by parliaments and by precedents established by courts.

Understand that laws are designed to address issues in society.

Recognise that laws and rules may be altered as circumstances change.

Understand important principles of law such as independence of the judiciary, equality before the law, and innocence until proof of guilt.

Appreciate the possible impact of international conventions and treaties on Australia's laws and policies.

*6.5: Identify the rights and responsibilities of citizens in Australia's democracy.*

Identify some of the political, legal, social and economic rights Australian citizens enjoy.

Recognise that these rights help protect citizens from exploitation and abuse.

Identify some of the political, legal, social and economic responsibilities Australian citizens have.

*6.6: Recognise that Australia is a pluralist society with citizens of diverse ethnic origins and cultural backgrounds.*

Recognise that individuals belong to different groups according to their age, gender, ethnic background and location. Some individuals will belong to a number of groups.

Appreciate the contribution different life experiences make to the development of personal and group identities.

Understand that 'being an Australian' can mean different things to different people and groups.

Recognise there are iconic Australian individuals and groups, symbols and events, and understand the national meanings they have and what they represent.

## KPM 2: Citizenship: Dispositions & Skills for Participation

*Understandings related to the attitudes, values, dispositions, beliefs and actions that underpin active democratic citizenship.*

*Within primary schooling this KPM expects that students can:*

**6.7: Recognise that citizens require certain skills and dispositions to participate effectively in democratic decision-making.**

Understand that in a democratic society people are entitled to hold and express their views on civic and political matters, within the law, and in turn must respect the rights of others to do the same.

Understand the importance in democratic decision-making of providing evidence to support views and opinions.

Value and respect the process of negotiation and problem solving in groups.

Appreciate that when individuals and groups work together they can ‘make a difference’ to civic life.

**6.8: Identify ways that Australian citizens can effectively participate in their society and its governance.**

Understand that Australians can become active citizens at all levels of civil society, through formal and informal democratic processes.

Describe a range of ways that Australian students can participate in their school and its governance.

Describe how all Australians can actively engage in the community by applying the dispositions, values and skills outlined in 6.7.

Demonstrate good citizenship by adopting the dispositions and learning the skills outlined in 6.7, and undertaking the actions outlined in 6.8.

**6.9: Recognise the ways that understanding of and respect for, commonalities and differences contribute to harmony within a democratic society.**

Appreciate that knowledge of, and respect for, people from diverse ethnic and cultural backgrounds positively contributes to social harmony in a pluralist society.

Describe how democratic values can contribute to peace and equity in a group or community.

Understand that social harmony is more likely when individuals and groups work collaboratively.

**6.10: Understand why citizens choose to engage in civic life and decision-making.**

Understand that citizens may wish to influence civic outcomes that benefit them.

Understand that citizens may wish to influence civic outcomes that benefit the common good.

## **Yr 10 Civics & Citizenship Key Performance Measures<sup>1</sup>**

### **KPM 1: Civics: Knowledge & Understanding of Civic Institutions & Processes**

*Knowledge of key concepts and understandings relating to civic institutions and processes in Australian democracy, government, law, national identity, diversity, cohesion and social justice.*

*Within secondary schooling this KPM expects that students can:*

**10.1: Recognise that perspectives on Australian democratic ideas and civic institutions vary and change over time.**

Identify key characteristics of a democracy and of democratic institutions.

Recognise that the formal processes of democracy have political, legal and civic components.

Recognise that perspectives on the 'health' of democracy vary across time, individuals and groups.

Understand how and why Australian democratic and civic institutions have changed over time.

Understand the role of political parties and lobby groups in a democracy.

Understand the role that international declarations and agreements can play in changing perspectives on Australian democratic ideas and institutions.

Describe how civic institutions both contribute and adapt to social change in democracies.

**10.2: Understand the ways in which the Australian Constitution impacts on the lives of Australian citizens.**

Understand that a constitution is a framework by which a group can manage some of its social, political and economic goals.

Understand that the Australian constitution outlines the powers of the legislature, the executive and the judiciary, and the formal relationships between them.

Outline the relationship between Commonwealth and State governments, within the federal system, as defined in the Australian Constitution, and how it has changed since Federation.

Understand the part referenda play in changing the Constitution.

Understand how the Constitution is interpreted by the High Court and appreciate the impact these rulings, when applied, have on Australian society and people's daily lives.

**10.3: Understand the role of law-making and governance in Australia's democratic tradition.**

Recognise that law-making processes in Australia have changed over time.

Understand that in a democracy, policy formulation involves debate in and outside parliaments, and may result in legislation being formulated.

Describe the ways in which laws are created, amended, and interpreted through parliaments, courts and constitutions.

Understand the difference between statute and common law, and how both serve to protect citizens' rights.

Analyse how policies and laws are implemented by the courts, public service and other bodies.

Understand the interactions and tensions that exist between democratic law-making, other processes of governance and civic life.

Understand that protest and open debate have contributed to the process of legislative and civic change in Australia's democracy.

---

<sup>1</sup> The Year 10 KPMs assume the Year 6 KPMs have already been achieved by students

*10.4: Understand the rights and responsibilities of citizens in a range of contexts.*

Demonstrate that citizens have the right to address civic issues and present their views, through a range of ways and institutions and at all levels.

Understand tensions between competing rights and responsibilities of citizens in a democracy.

Be able to apply these understandings to a range of contexts and situations.

Understand how the exercise of these rights and responsibilities contributes to Australian society and its freedoms.

Understand the ways democratic governments and other civic institutions impact on the lives of individuals and communities.

Understand the ways democratic governments and other civic institutions can be threatened by individuals and communities.

*10.5: Analyse how Australia's ethnic and cultural diversity contribute to Australian democracy, identity and social cohesion.*

Recognise and appreciate that Australia is a pluralist society of people from a range of ethnic origins.

Appreciate how personal, family, cultural and national histories contribute to the development of individual, civic and national identity.

Understand how social cohesion can be maintained, even in times of social discord, by active acceptance of and respect for cultural and ethnic diversity.

Demonstrate how the rule of law and parliamentary democracy can promote social diversity and cohesion.

Understand that national Australian identity can have different meanings for different individuals and communities.

Recognise how national identity can be expressed and shaped by individuals and groups, events and icons.

Recognise that regionalism, ethnic diversity and individualism can impact on national cohesion.

*10.6: Analyse Australia's role as a nation in the global community.*

Understand how relationships between nations are affected by particular national policies.

Understand the role of international agreements in managing relations between nations.

Understand how Australia interacts on governance issues with other nations.

Understand the importance of international conventions and treaties (eg. UN Rights of the Child) and agreements to Australia's international relationships.

Show an awareness of the actions and motivations of some of Australia's global interactions since Federation.

Analyse reactions to Australian international policies and practises.

Understand the potential for tension between national security and civil rights.

## KPM2: Citizenship: Dispositions & Skills for Participation

### **Understandings related to the attitudes, values, dispositions, beliefs and actions that underpin active democratic citizenship.**

*Within secondary schooling this KPM expects that students can:*

**10.7: Understand that citizens require certain knowledge, skills and dispositions to participate effectively in democratic political and civic action.**

Understand the historical and policy context of a public issue.

Understand and be able to apply rules to a range of decision making processes and situations

Analyse a range of arguments and evidence in decision-making.

Understand the role of information and communication technologies (ICT) and the media in civic life, and develop critical analysis and communication skills.

Work collaboratively with others, across a range of styles/modes of problem solving.

Recognise that participation in political and civic institutions is an important way for citizens to exercise their responsibilities in a democratic society.

**10.8: Analyse the role of a critical citizenry in Australia's democracy.**

Understand the importance to effective democracy of informed and active citizens.

Understand that citizen engagement can be through a range of political and civic processes.

Understand the contribution that citizen engagement makes to Australian society and its freedoms.

Understand the impact on a democracy of a free, informed and critical media.

Appreciate the impact on a democracy of an active and informed citizenry.

Appreciate that the accountability of governments and parliaments can be enhanced through critical evaluation by citizens and the media.

**10.9: Analyse the relationship between democratic values and social justice as an important aspect of Australia's democratic tradition.**

Identify and appreciate the democratic values that underpin Australian democracy.

Explain how beliefs about social justice and democratic values developed in Australia and why they are still important today.

Recognise the ways in which these beliefs about social justice and democratic values can be affected by local, national and international events.

**10.10: Analyse the reasons Australians make choices about participating in political and civic processes.**

Identify ways in which Australian citizens can participate actively and effectively in political and civic processes.

Identify and analyse the reasons why some Australian citizens engage in political and civic processes while others do not.

## **Appendix 2**

### **Year 6 Assessment Booklet**

---



Name: \_\_\_\_\_

**National Assessment Program:  
Year 6 Civics and Citizenship  
School Assessment**

2004 Released Items



Ministerial Council on Education,  
Employment, Training and Youth Affairs

A|C|E|R

**Below you will find four Practice Questions**

**Practice Questions 1 and 2**

Below is a letter to a local newspaper.

Read the letter and answer Practice Questions 1 and 2.

Dear Editor,

Two weeks ago my neighbour pulled down part of my fence. He did not even ask me and now my chickens keep escaping. He refuses to speak to me about the fence. I have telephoned the council but they haven't helped.

Ms C Finch

**PQ1** What is the first thing the neighbour should have done before pulling down the fence?

- telephoned the local council
- built a cage for Ms Finch's chickens
- told Ms Finch that he was going to pull down the fence
- asked for Ms Finch's permission to pull down the fence

**PQ2** Ms Finch wants to have the fence fixed.

Do you think that writing a letter to the local newspaper is the best way to make this happen?

Yes    **OR**     No

Put a ✓ in one box and give a reason for your choice.

### Practice Question 3

The table below contains a statement about Australia.

Decide whether you think the statement is true or false. Indicate your answer by circling ‘True’ or ‘False’ in the table as shown in the shaded example.

	Hobart is the capital city of Australia.	True	False
PQ3	Australia has six states and two territories.	True	False

### Practice Question 4

**PQ4** Parliament House is the building that houses the Australian Parliament.

Why do you think that Parliament House is in Canberra?

---

This is the end of the Practice Questions.

**The National Civics and Citizenship School Assessment questions begin on the next page.**

**Please do NOT turn the page until told to do so.**

## Questions 1 and 2

Below is a notice pinned up at Elsmouth Primary School.

### Elsmouth Primary School Year 6 Election for Class Captain

- All candidates (people wanting to be elected) must make a \$30 donation to the school library.
- Each candidate must give a short speech to the class explaining why they are the best person for the job of Class Captain, and what they would do if they were elected.
- There will be two rounds of voting.
- In the first round each person in Year 6 votes by standing up and telling the class who they are voting for.
- Each person has one vote.
- In the second round each person will be asked to vote secretly for one of the two candidates who received the most votes in the first round.
- The new Class Captain is the candidate who had the most votes in the second round of voting.



**Q1** Name two things about this class election that you think are democratic.

1. \_\_\_\_\_
2. \_\_\_\_\_



**Q2** In your own words name two things about this class election that you think are **not** democratic.

1. \_\_\_\_\_
2. \_\_\_\_\_

### Question 3



**Q3** In Australia, how does someone become a member of parliament?

- by a random ballot of anyone who expresses interest
- by being nominated by a current member of parliament
- by standing for election and being voted in by the public
- by making a written application to parliament, and being interviewed

### Questions 4 and 5



**Q4** Who made this law?

- the police forces
- the parliaments
- the Australian Medical Association



**Q5** Simon and Sophie are discussing this law.

Read the conversation and complete Sophie's reply.

*Simon:* I don't see the need for this law. I know the risks. If I have an accident, it's only me who gets hurt. So it should be my choice.

*Sophie:* No, it isn't just your choice, because ...

---

---

## Question 6

- Q6** In early colonial times one of the major complaints of the free settlers was that they
- did not have the same rights as convicts.
  - could not avoid customs taxes.
  - were not represented in government.
  - were not able to return to Britain.

## Questions 7 and 8

Below is a picture of the Australian flag. It was selected as the winning design from a public competition and first raised on 3 September 1901.



- Q7** Complete the table below by explaining what each of the symbols represents about Australia.

Symbol	Represents
A The Union Jack	
B The Southern Cross	
C The seven-pointed star	

The Australian Aboriginal flag below was designed by Harold Thomas, an Aboriginal rights activist and artist. This flag was first raised on 12 July 1971.



The yellow circle in the middle of the flag represents the sun.

**Q8** Complete the table below by explaining what each of the symbols represent about Aboriginal Australia.

Symbol	Represents
A The black colour at the top of the flag	
B The red colour at the bottom of the flag	

### Question 9

**Q9** Which of the following is one of the Governor General's official responsibilities?

- to suggest new laws
- to sit on the High Court
- to swear in new Governments
- to control Australia's Government

## Questions 10 to 13

The Australian Citizenship Pledge is made by people when they become citizens of Australia.

### The Australian Citizenship Pledge

From this time forward, under God\*,  
I pledge my loyalty to Australia and its people,  
Whose democratic beliefs I share,  
Whose rights and liberties I respect, and  
Whose laws I will uphold and obey.

\*The words 'under God' are optional.



**Q10** Why do you think that people are allowed to choose whether or not they say the words 'under God'?

---

---



**Q11** Why do you think that people who are Australians by birth or grow up as Australian citizens are **not** asked to make this pledge?

---

---



**Q12** The pledge suggests that Australian citizens

- have both freedoms and responsibilities.
- are required to be loyal only to Australia.
- should always agree with each other.
- have more freedoms than citizens of other countries.



**Q13** One principle of democracy is that all people are entitled to hold their own opinions.

The Citizenship Pledge includes the line 'Whose democratic beliefs I share'.

Do you think it is right for the pledge to require people becoming Australian citizens to have democratic beliefs?

Yes    **OR**     No

Put a ✓ in **one** box and explain your answer.

---

---

## Question 14

**Q14** In Australia, national elections for the Federal Parliament are held

- every year.
- only when the Prime Minister resigns or dies.
- whenever the Government and the Opposition disagree on an issue.
- at least once every three years.

## Question 15

The table below contains a series of statements about life in Australia.

Decide if you think each statement refers to a **responsibility** Australian citizens have. Indicate your answer by circling 'True' or 'False' for each statement in the table, as in the shaded example.

<b>Q15 Australian citizens have a responsibility to ...</b>		
	True	False
vote at elections if 18 or over.	True	False
pay a percentage of what they earn to the Federal government.	True	False
give a certain percentage of their income to a registered charity.	True	False

## Questions 16 to 19

The following advertisement for the first National Sorry Day appeared on a media website in 1998.

If someone did something to you that you thought was bad, you'd expect them to apologise.

Today is 'Sorry Day', and the people who are organising it have a rather big apology in mind.

For decades Australian governments took Indigenous\* children away from their families and sent them to live with white families.

Now, Indigenous Australians want an apology. Many groups have been prepared to say sorry.

Today is a chance for all Australians to recognise the pain thousands of Indigenous people went through. It's the first 'Sorry Day' and there are hundreds of activities organised to take place around the country.

The Australian Federal Government isn't taking part in 'Sorry Day'. It says people who removed Indigenous children thought they were doing the right thing. It also says people now shouldn't have to say sorry for what people did in the past.

\*Indigenous Australians are Aboriginal and Torres Strait Islanders.



**Q16** The main purpose of this advertisement was to

- show people that 'Sorry Day' would be a lot of fun.
- explain why people should take part in 'Sorry Day' activities.
- make people feel guilty about what happened to Indigenous people.



**Q17** The advertisement states that 'Sorry Day' is 'a chance for all Australians to recognise the pain thousands of Indigenous people went through'.

Why would the organisers of 'Sorry Day' feel it is important that Australians have the chance to recognise this pain?

---

---



**Q18** What problems might an event such as 'Sorry Day' create for Australian society?

---

---



**Q19** Read the last paragraph of the advertisement. In this paragraph the writers have given two reasons they say explain why the Australian Federal Government was not taking part in 'Sorry Day'.

Why did the writers include this paragraph in their advertisement?

---

---

#### Question 20



**Q20** Which of the following is a true statement about the relationship between the Australian Federal Government and the State and Territory Governments?

- The Federal Government chooses the State and Territory Governments.
- The Federal Government is elected by the State and Territory Governments.
- The Federal Government gives money to the State and Territory Governments.
- The Federal Government is made up of all of the State and Territory Governments working together.

#### Question 21



Sometimes democratic governments make decisions that they believe the majority of the public disagrees with.

---

---

**Q21** Give a good reason for a democratic government to do this.

## Questions 22 and 23

A local council in Australia recently decided that it would ask a caterer to stop using ham and other pork products in the food provided for council meetings. The council decided this because many people who attended the meetings, both councillors and members of the public, belonged to religions which teach that pork is unclean and forbid it from being eaten.



**Q22** What do you think is the important idea behind the council's decision?

---



**Q23** Some people complained about the council's decision.

What do you think would be an important argument **against** the council's decision?

---

---

## Questions 24 to 27

Australia has laws against littering.

In addition to passing these laws, governments also run anti-litter campaigns to try and stop people from littering.



**Q24** Why do you think governments run anti-litter campaigns **as well as** making laws against littering?

---

---

Here is a poster from an anti-litter campaign.



**Q25** How does this poster try to stop people from littering?

- by ordering them not to litter
- by encouraging them to be responsible
- by showing them the dangers of littering
- by explaining to them why they should not litter

The poster below takes a different approach to try and stop people from littering.



**Q26** What message does this poster send people about littering?

---

---

**Q27** Jenny is walking along the street and has some rubbish to get rid of. She knows it is against the law to litter, but there are no bins around. She also knows it is very unlikely that she will be caught and get a fine.

In this situation, why is it **not** okay for Jenny to drop her rubbish on the ground?

Give what you think is the **most important** reason.

---

---

## Questions 28 to 30

The article below describes an event in 1902.

William Henry Gocher took a swim in the ocean wearing a neck-to-knee costume at midday today. He had earlier announced in the *Manly and North Sydney News* that he would break local government laws against public bathing during daylight hours.

The lone bather entered the water twice, but the police chose to ignore him. At this point, Mr Gocher reminded them that he was breaking the law and went out into the surf a third time. He was finally escorted from the water and arrested.

According to the Manly Council, the issue is about proper standards of public behaviour.



**Q28** Mr Gocher was not just trying to draw attention to himself or trying to be a nuisance.

What do you think was Mr Gocher's main reason for making sure that the police arrested him?

---

---



**Q29** Name two other actions that Mr Gocher could have taken in order to achieve his aim.

1. \_\_\_\_\_
2. \_\_\_\_\_



**Q30** In 2004 Mr Gocher would not be breaking the law if he went swimming in public during the day.

Why do you think the law has changed?

---

---

## Questions 31 and 32



**Q31** What event is remembered on Australia Day?

---



**Q32** Why is Australia Day also known by some Australians as ‘Invasion Day’?

---

---

## Question 33

Read the comment below. Many people see it as an important statement about free speech in a democracy.

*I don't like what you say but I will defend to the death your right to say it.*



**Q33** What does this comment suggest about free speech?

- People should agree to disagree about free speech.
- Free speech encourages people to agree with each other.
- Free speech should only be given to people who deserve it.
- People have a right to free speech no matter what they believe.

## **Appendix 3**

### **Year 6 Assessment Administration Guidelines**

**National Assessment Program - Civics and Citizenship  
Year 6 School Assessment**

**CIVICS AND CITIZENSHIP  
YEAR 6**

**2004 Release Items**

**ASSESSMENT ADMINISTRATION  
GUIDE**

This guide contains selected extracts from the full version of the *National Assessment Program – Civics and Citizenship Years 6 and 10 Sample Assessment 2004* Assessment Administrator's Manual to enable the classroom teacher to replicate the conditions under which the national sample assessment was administered.

## **TABLE OF CONTENTS**

CONDUCTING THE ASSESSMENT SESSION .....	1
1.1 The Assessment Day .....	1
1.2 Timing the Assessment Session .....	1
1.3 Reading the script.....	1
1.4 Supervising the session .....	1
1.5 Ending the session .....	2
ASSESSMENT ADMINISTRATOR'S SCRIPT TO BE READ FOR THE SESSIONS	3

# **CONDUCTING THE ASSESSMENT SESSION**

## **1.1 The Assessment Day**

You will need to set up the room and assessment materials. The materials you will need are:

- this manual, open to the script for administering the session (Page 3);
- the Assessment Booklets (one for each student);
- a watch or clock;
- your ‘Survival Kit’ – spare assessment booklets, spare pencils, spare rulers, and so on;
- a clock visible to the students and;
- books or other reading materials to lend to students who finish the assessment early.

## **1.2 Timing the Assessment Session**

It is expected that the assessment session will take approximately 110 minutes. This estimation of time includes the time to read the instructions, distribute the materials and collect the materials at the end of the session.

The timing of the assessment session is as follows:

- Reading the instructions and distributing the materials, normal class routine issues etc will take approximately 5 minutes;
- The Assessment Booklet will take approximately 70 minutes, including approximately 10 minutes for Practice Questions and **no more than 60 minutes** for the assessment items;
- Collecting the materials and ending the session will take approximately 5 minutes.

## **1.3 Reading the script**

The script you will need to administer the sessions begins on page 3. To ensure that the assessment is conducted in a valid way, the script must be read **WORD-FOR-WORD** without omissions or additions.

## **1.4 Supervising the session**

You are responsible for monitoring the assessment session and the following points need to be observed:

- Once the actual assessment has begun it is advisable to not admit other students to the session.
- Make sure that all students understand how to record answers. You may read questions to students but must not help the students with the interpretation of any of the questions in the Assessment Booklet. Students should not leave the session unless it is necessary.
- While the students are working, you should move around the room to see that students are following directions and answering questions in the appropriate part of the Assessment Booklet.

- Students finishing early should be encouraged to review their work. Students who have completely finished may be permitted to read.

### ***1.5 Ending the session***

After you have completed the sessions, collect the Assessment Booklets. All Assessment Booklets must be accounted for before the students are dismissed. Thank the students for their participation and dismiss them according to school policy.

# **ASSESSMENT ADMINISTRATOR'S SCRIPT TO BE READ FOR THE SESSIONS**

## **INTRODUCING THE STUDY**

The only text to be read to the students is in **shaded boxes**, and is preceded by the instruction 'Say'. This text must be read exactly as written.

The text in **un-shaded boxes** is the Practice Question text that the students will have in their booklets.

*Say:*

This class is taking part in an assessment based on the National Assessment Program – Civics and Citizenship Sample Assessment, held in 2004. Its goal was to find out what students your age know about civics and citizenship. About 26,000 students throughout Australia have attempted this assessment. The results of the study help education departments and governments determine what students are learning. By doing the very best that you can on this assessment you will help your teacher to plan civics and citizenship programs for your class.

Distribute the materials if you have not done so already, then say:

You should have an Assessment Booklet on your desk. Please do not turn it over yet.  
Put up your hand if you do not have an Assessment Booklet and a pencil.

Give students who do not have all the materials the booklet and/or a pencil as necessary.

Then say:

If you find you need a ruler, or an eraser or pencil sharpener during the session, please raise your hand and I will assist you.

Resolve any other problems with the distribution of the Assessment Booklets. Remind students that they should not have anything on their desks apart from their Assessment Booklet and the implements they need for doing the assessment.

Do NOT admit any more students to the session.

## **PRACTICE QUESTIONS AND ASSESSMENT**

*Say:*

Now please turn your booklet over. Write your name clearly on the front cover of the booklet. Do not open your booklets.

In this booklet, you will find questions about civics and citizenship.

Do not start working through the questions yet. You will be told when to begin.

First you will do some practice questions so you know what kinds of questions to expect on the test.

Now we will work through the practice questions together. Please open your booklets.

Look at Practice Questions 1 and 2. These two questions refer to the text in the box.  
Read the text in the box first.

Allow time for the students to read the text. You may read it aloud if you wish.

Below is a letter to a local newspaper.

Read the letter and answer Practice Questions 1 and 2.

Dear Editor,

Two weeks ago my neighbour pulled down part of my fence. He did not even ask me and now my chickens keep escaping. He refuses to speak to me about the fence. I have telephoned the council but they haven't helped.

Ms C Finch

Say:

Now read and answer Practice Question 1. Practice Question 1 is a multiple choice question.

Allow time for students to read and answer Practice Question 1. You may read it to them if you wish.

**PQ1** What is the first thing the neighbour should have done before pulling down the fence?

- telephoned the local council
- built a cage for Ms Finch's chickens
- told Ms Finch that he was going to pull down the fence
- asked for Ms Finch's permission to pull down the fence

Say:

The answer is *asked for Ms. Finch's permission to pull down the fence*. You should have put a tick in the circle next to it.

For multiple-choice questions, such as this, you should **always** choose the **one best** answer, and put a tick in the circle next to it.

Now read and answer Practice Question 2.

Allow time for students to read and answer Practice Question 2. You may read it to them if you wish.

**PQ2** Ms Finch wants to have the fence fixed.

Do you think that writing a letter to the local newspaper is the **best** way to make this happen?

YES      OR       NO

Put a ✓ in one box and give a reason for your answer.

Say:

In questions like Practice Question 2 there is more than one way of answering correctly. Sometimes, as in Practice Question 2, you are asked to make a choice and give a reason for your answer. Other times you are simply asked to explain or give a reason for an idea. In these questions all the choices are possibly right. It is the **quality of your reasons or explanations** that is most important. The number of lines is a guide to how much you will need to write.

What answers have you written?

Respond to the student answers as they are given. Student responses should take the form of “Yes” or “No” followed by an explanation. Ensure that students understand that for this kind of question **there are many ways of answering correctly**.

Say:

Now read and answer Practice Question 3.

Allow time for students to read and answer Practice Question 3. You may read it to them if you wish.

The table below contains a statement about Australia

Decide whether you think the statement is true or false. Indicate your answer by circling ‘True’ or ‘False’ in the table as shown in the example.

	Hobart is the capital city of Australia	TRUE	FALSE
PQ3	Australia has six states and two territories.	TRUE	FALSE

Say:

The correct answer is *TRUE*. You should have drawn a circle around the word *TRUE*.

Now read and answer Practice Question 4.

Allow time for students to read and answer Practice Question 4. You may read it to them if you wish.

**PQ4** Parliament House is the building that houses the Australian Parliament.

Why do you think that Parliament House is in Canberra?

---

Say:

In this type of question there may or may not be more than one correct answer.

What answers have you written?

Respond to the student answers as they are given. Possible good answers are:

- *Canberra is the capital city of Australia.*
- *It's Australia's capital.*

Ensure that students understand that for this kind of question **there may be many ways of answering correctly.**

Say:

You have now finished the practice questions. The assessment questions begin on the next page.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

You will have *60 minutes* to complete the next section of the book.

You will work on your own to answer the questions in the booklet.

If you want to change your answer, just cross it out and write your new answer.

You should answer each question. Think about your answer before you start to write but don't spend too long on any one question. If you don't know the answer to a question, try the next one. If you have time, go back to any question you didn't finish.

Do you have any questions?

Answer any questions.

Say:

You may now open your booklets and begin at Question 1.

Use your time carefully and do as much as you can.

Use a watch or clock to time the session. Mark up a time-keeping schedule so that all students can recognise the time elapsed and time remaining.

Monitor the students by walking around the room.

After 55 minutes say:

You have about 5 minutes to go.

After a total of 60 minutes, say:

Please stop and close your booklet.

## **CONCLUDING THE ASSESSMENT SESSION**

Collect all the materials.

Dismiss the students in accordance with the policy of the school **AFTER** you have accounted for **ALL** of the assessment booklets.

## **Appendix 4**

### **Year 6 Marking Guide**

---

**National Assessment Program - Civics and Citizenship  
Year 6 School Assessment**

**CIVICS AND CITIZENSHIP  
YEAR 6**

**2004 Release Items**

**MARKING GUIDE**

## **Introduction**

This marking guide contains the scoring codes for all items in the Year 6 Civics and Citizenship School Assessment 2004.

It includes descriptions, plus response examples, of the different levels of student achievement for the open-ended items. The correct responses to all the multiple choice items are also included.

Each item score guide also includes an indication of question intent. That is, which Domain Descriptor (from the Assessment Domain) that item is intended to assess. Where the item is also intended to assess a Domain Descriptor at the Year 10 level, this is presented in brackets.

### *Specific Codes for Open-Ended Items*

Unlike the multiple choice items, student responses to open-ended items are not coded simply as right or wrong. The codes for the open-ended items form a stepped sequence of conceptual complexity. Student responses were considered in terms of their ability to address the key conceptual issues in the question, these being derived from the 2 KPMs – Civics and Citizenship. The levels of complexity, embodied by the codes, were applied to the student responses by markers for each question. The responses were allocated the appropriate code levels, (i.e. the code which best characterised the level of conceptual understandings demonstrated by the response).

Bracketed italicised font is used to provide advice to markers in establishing key distinctions in student responses to open-ended items.

### *General Codes for Open-Ended Items*

Code 0 = Incorrect.

In general, Code 0 refers to any student response that is: blank or missing; a rephrasing of question; inaccurate; implausible; unclear, vague or incoherent; irrelevant; insufficient; a misunderstanding; or “Don’t Know”.

The marking guide contains examples of Code 0 student responses for most items.

### *General Codes for Multiple Choice Items*

The multiple choice items are coded simply as correct or incorrect. The correct option is indicated against in the marking guide against Code 1.

Code 1 = Correct

Code 0 = Other / Incorrect

## CLASS CAPTAIN

### **Q1**

Question Intent: 6.8

#### ***Full Credit***

Code 2: Identifies any **two** of:

- The candidates inform the class of their intentions if elected.
- People vote for a candidate.
- The use of a secret ballot.
- The candidate with the majority support is elected.
- All votes have equal value.
- Each person can only vote once in each round.

#### ***Partial Credit***

Code 1: Identifies only **one** of the above features.

#### ***No Credit***

Code 0:

- The election is democratic.
- It is an election.
- It is in a class.

### **Q2**

Question Intent: 6.8

#### ***Full Credit***

Code 2: Identifies **both** of:

- The candidates must pay \$30 in order to run.
- The (first) ballot is not secret.

#### ***Partial Credit***

Code 1: Identifies **only** one of the above features. May repeat a feature or provide one appropriate feature and a vague, irrelevant or incoherent response.

#### ***No Credit***

Code 0:

- The election is not democratic.
- It is different for boys and girls.

## BECOMING AN MP

### **Q3**

Question Intent: 6.3

#### ***Full Credit***

Code 1: (c) by standing for election and being voted in by the public

## BICYCLE HELMETS

### **Q4**

Question Intent: 6.4

#### ***Full Credit***

Code 1: (b) the parliaments

### **Q5**

Question Intent: 6.5

#### ***Full Credit***

Code 2: PERSONAL DECISION BUT SOCIAL EFFECT

Recognises that although it is a personal decision it is also a matter which affects other people (family, other parties to the accident, medical resources being tied up)

- You could get hurt and your family would be hurt too.
- If you don't wear a helmet other people will see you not wearing it and they'll think it's ok not to wear a helmet.

#### ***Partial Credit***

Code 1: GOVERNMENT'S RIGHT TO LEGISLATE – NEED TO OBEY LAW

- Because it's the law.
- You're not only breaking the law you are putting your life at stake.

#### ***No Credit***

Code 0: Refers only to risk of injury or fine or provides a vague irrelevant or incoherent reason.

- It's your choice
- Because you might get a fine. [*still own choice to cop a fine*]
- It's ok to ride without a helmet in your backyard. [*misses the point*]
- It's your life you are hurting you might not be able to walk or ride a bike again.

## EARLY COLONIAL TIMES

### **Q6**

Question Intent: 6.2 (10.1)

#### ***Full Credit***

Code 1: (c) were not represented in government.

## FLAG

### **Q7a**

Question Intent: 6.6 (10.5)

#### ***Full Credit***

Code 3: Identifies that the Union Jack represents Australia's association with Great Britain or the United Kingdom (may refer to the Queen/monarchy).

- Australia's links with the UK.
- Our links with England (and the queen)

#### ***Partial Credit***

Code 2: Refers to a non-specific or generalised association.

- Great Britain
- The Queen
- Australia's colonial past.
- The motherland

Code 1: Refers to Australia's links with England or names England.

- England
- Australia's historical ties to England.

#### ***No Credit***

Code 0:

- Another country.

### **Q7b**

Question Intent: 6.6 (10.5)

#### ***Full Credit***

Code 1: Identifies that the Southern Cross represents Australia's geographical position (ie that it can be seen in the Australian sky at night)

- It shows where Australia is.
- You can see the Southern Cross from Australia.

#### ***No Credit***

Code 0: Other.

## **Q7c**

Question Intent: 6.6 (10.5)

### ***Full Credit***

Code 1: Identifies that the seven pointed star represents the 6 states and the territories.

- The (seven) states. [*The item is testing recognition of the symbol, not an understanding of the difference between the states and territories*]
- The states and territories.

### ***No Credit***

Code 0: Other.

## **Q8a**

Question Intent: 6.6 (10.5)

### ***Full Credit***

Code 1: Identifies that the black colour at the top of the flag represents the Aboriginal people of Australia.

- The black is for the people.

### ***No Credit***

Code 0: Other.

## **Q8b**

Question Intent: 6.6 (10.5)

### ***Full Credit***

Code 1: Identifies that the red colour represents the earth/land.

- It is the land / sand / desert.

### ***No Credit***

Code 0: Other.

## **G-G RESPONSIBILITY**

## **Q9**

Question Intent: 6.2 (10.2)

### ***Full Credit***

Code 1: (c) to swear in new Governments

## CITIZENSHIP PLEDGE

### **Q10**

Question Intent: 6.1 (10.1)

#### ***Full Credit***

Code 1: Identifies that people have the right to believe or not believe in God (freedom of religion).

- Some people do not believe in God.
- Because of religious beliefs.
- Everyone has different beliefs.

#### ***No Credit***

Code 0:

- So people can choose.
- To be fair to everybody.

### **Q11**

Question Intent: 6.6 (10.5)

#### ***Full Credit***

Code 2: Identifies that the values in the pledge are presumed to be acquired by people growing up in Australia.

- They already know these things.
- You learn this as you grow up in Australia.
- Because people who come in as other citizens have to prove that they are going to be loyal to Australia.

#### ***Partial Credit***

Code 1: Identifies a pragmatic reason such as difficulty organising a whole population event or the fact that the people are already (Australian) citizens.

- Because they are already Australian. [*No link to learning the values*]
- They are already citizens.

#### ***No Credit***

Code 0:

- Because they were born and raised in Australia. [*Repetition*]
- Because they are under-age.

### **Q12**

Question Intent: 6.5 (10.4)

#### ***Full Credit***

Code 1: (a) have both freedom and responsibilities.

## **Q13**

Question Intent: 6.7 (10.7)

### ***Full Credit***

#### **RECOGNISES APPARENT CONTRADICTION**

- Code 3: Answers YES and identifies that the common good (or social stability) is more important than an individual's rights in this case.
- YES. You can still believe what you want, but you can't change the political system.
  - If they do not believe, there will be more chaos due to belief conflicts.

### ***Partial Credit***

- Code2: Answers YES OR NO and identifies that the pledge is symbolic rather than binding.
- YES: You say the pledge to commit to Australia, you don't have to believe all the words.
  - NO: Even though it is only symbolic and you don't have to believe it, it is still stupid to make people say something that they don't believe.

#### **FAILS TO RECOGNISE APPARENT CONTRADICTION**

- Code1: Answers YES and identifies that people must accept the Australian way of life if they are going to be citizens.
- YES: Because Australia is Democratic, so people must understand and agree with it.
  - Yes they need to respect what we believe.

### **OR**

- Code 1: Answers NO: Suggests that people should not be compelled to share democratic beliefs.
- NO: In a democracy people should be allowed to think what they want.

### ***No Credit***

- YES: Who cares what they want?
- NO: Because they don't have to if they don't want to.

## **NATIONAL ELECTIONS**

## **Q14**

Question Intent: 6.3

### ***Full Credit***

- Code 1: (d) at least once every three years

## RESPONSIBILITIES OF CITIZENS

### **Q15**

Question Intent: 6.5

#### ***Full Credit***

Code 1: Both responses correct (see table)

pay a percentage of what they earn to the Federal government.	<u>True</u>	False
give a certain percentage of their income to a registered charity.	True	<u>False</u>

#### ***No Credit***

Code 0: Only one of the items correct or neither correct.

## SORRY DAY

### **Q16**

Question Intent: 6.7 (10.7)

#### ***Full Credit***

Code 1: (b) explain why people should take part in 'Sorry Day' activities.

### **Q17**

Question Intent: 6.10 (10.10)

#### ***Full Credit***

Code 2: Healing /Harmony

Suggests that recognition/acknowledgement can lead to healing and promote social harmony between different groups.

- Aboriginals will feel that other people understand what they went through.
- It is a good way to help indigenous and non-indigenous people move forward together.
- Because they feel sorry for what happened in the past and have no intention of doing it again.

#### ***Partial Credit***

Code 1: Obligation/Warrantedness

Suggests an obligation to say 'sorry' because of the fact of the treatment Indigenous Australians received in the past. [Suggests that the apology is somehow warranted because of their treatment]

- Because what they did in the past was wrong and they want to make it right. [does not explain 'making right']
- Because what the government did was wrong.
- Because of the pain and suffering *the white man put on Aborigines*. [italicised part makes this a 1 rather than 0]

### **No Credit**

Code 0:

- People will feel better after they've said sorry.
- To show how sorry Australians are to Indigenous people.
- Because they are Aboriginal. *[ie referring to the organisers]*

## **Q18**

Question Intent: 6.9 (10.9)

### **Full Credit**

Code 2: Exacerbation/Backlash

Recognises that the event may create or exacerbate disharmony,

**OR**

that it may increase pain for either group.

- It may create a divide between those who think we should say sorry and those who think we shouldn't.
- It may be hard for some aborigines.
- Australians who hate Aboriginal people may become even more angry.

### **Partial Credit**

Code 1: Disagreement/Resistance

Recognises there may be disagreement or resistance, or just refers to government's refusal to endorse

- People may not agree that saying sorry is necessary or a good thing to do.
- It may cause arguments between indigenous and non-indigenous people.

### **No Credit**

Code 0:

- Some people may not want to say sorry. (*does not refer to problems this may cause*)
- We shouldn't have to say sorry as it wasn't our fault.

## **Q19**

Question Intent: 6.9 (10.9)

### **Full Credit**

Code 1: Political Intention

Recognises the political intention of organisers. They were wanting to reveal the inadequacy of the government's position; or trying to put pressure on the government; or indirectly criticising the government..

- They wanted to show how weak the government position was.
- To encourage the government to participate.
- To prove that the government does not want to take part.

### **No Credit**

Code 0: Fails to recognise intention and suggests that the organisers were wanting to be fair to the government by giving its side of the issue.

- To give both sides of the issue.
- To be fair to both sides.

## STATE AND FEDERAL

### **Q20**

Question Intent: 6.3 (10.3)

#### ***Full Credit***

Code 1: (c) The Federal government gives money to the State and Territory governments.

## UNPOPULAR DECISION

### **Q21**

Question Intent: 6.4 (10.3)

#### ***Full Credit***

Code 1: Indicates that governments should make decisions in the best interests of the country

**OR**

that for some issues, governments are better informed than the public.

- They make decisions for the people, sometimes they know best.
- They think they know best.

#### ***No Credit***

Code 0: Repeats the question or suggests that governments deliberately try to upset the population, or provides a vague, incoherent response.

- They don't listen to the people.
- It's their job.
- The decision suits the government.
- They don't care what people think. *[Repetition of question]*

## HAM BAN

### **Q22**

Question Intent: 6.9

#### ***Full Credit***

Code 2: Respecting Cultural Values / Principle of Inclusivity

Suggests that the council is modelling sensitivity to and showing respect for certain cultural practice. The council does not want to discriminate against people.

- The council wants to be seen to respect all people/cultures/religions.
- To show that you respect them
- So everyone is treated equally. *[minimal]*

#### ***Partial Credit***

Code 1: Pragmatism

Suggests that the council is looking to function more effectively.

- Because the council wants support from all parts of the community *[ie it doesn't want to offend voters.]*

### **No Credit**

- Code 0 Misses the point (eg focuses on pork as the main idea),  
• It shows that the council does not like pork.  
• It's not fair because Australians have a right to eat pork.

## **Q23**

Question Intent: 6.9

### **Full Credit**

- Code 2: Difficult Precedent

Recognises that the council has set a precedent that may be difficult to maintain. (ie recognises the difficulty of accommodating everybody in a multicultural society)

- What about other religions who can't eat certain foods?
- They have to find something that no religion has a problem with.

### **Partial Credit**

- Code 1: Backlash / Unpopularity

Identifies that the council may suffer some backlash (from non-Muslim constituents for example) as a result of the decision.

*(Needs to specify the problem, not just suggest underlying cause).*

- The main problem is maybe some people will disagree.
- There are people at the meetings that like pork and they might get annoyed [cf Code 0 example]

### **No Credit**

- Code 0: Suggests that the main problem is the right to eat pork

- Why should the other people who can eat pork and ham change just because of someone's religion?
- Some people like to eat pork and they had to miss out. *[fails to refer to consequence for council]*

## **LITTERING**

## **Q24**

Question Intent: 6.5

### **Full Credit**

- Code 2: Adoption of the principle/conviction

Explicit that citizens who are educated/persuaded know why it's important not to litter and are less likely to litter. May suggest that in principle it is preferable to have citizens do the right thing because they want to, not because they are afraid of getting a fine.

- People are more likely to not litter if they know why.
- Because it is better if citizens don't litter because they understand the consequences, not only because it is against the law.

### ***Partial Credit***

Code 1: Procedural

Suggests that the main reason is to make the law known (inform people of the law).

- So that people know the law.
- It isn't fair to fine people if they don't know the law.

### ***No Credit***

Code 0: .

- To stop them from littering. [doesn't account for the 'as well as' of the stem]
- Because they need to.
- Because not everybody obeys the law.

## **Q25**

Question Intent: 6.5

### ***Full Credit***

Code 1: (b) by encouraging them to be responsible

## **Q26**

Question Intent: 6.5

### ***Full Credit***

Code 1: Offers one of the following:

Shows the personal consequences of littering (ie the amount of the fines)

**OR**

refers to the environmental effect of littering (ie unsightly, incongruent)

- The poster shows what will happen if you litter.
- This one shows the punishments
- The poster shows how ugly littering is.
- It has cost you a lot to do this and you are throwing it away.

### ***No Credit***

**Code 0:**

- To make people stop and think.
- The poster shows how much it costs to clean the environment.  
[Misunderstanding].

## **Q27**

Question Intent: 6.7

### ***Full Credit***

Code 3: Social Responsibility

Refers to a sense of social responsibility directly or indirectly

- Because it gives a bad example to others who see the litter on the ground.
- She's still littering and you don't do something just because you know you can get away with it.
- She should have just carried the rubbish with her until she found a bin.
- She still should know it is wrong.

### ***Partial Credit***

Code 2: Environmental Effect

Refers to the negative effect on the environment.

- Because it will damage the environment.
- Because if some animal came on and tried to eat it it would choke on it and die.

Code 1: **Illegal**

Reasserts it is against the law.

- It doesn't matter that she won't get caught. [*This response only refers to the legal position without elaborating on why 'it doesn't matter'*]

### ***No Credit***

Code 0:

- It's ok as long as the litter is biodegradable.

## **BATHING**

## **Q28**

Question Intent: 6.10

### ***Full Credit***

Code 1: Indicates that Mr Gocher wanted to cause the law to be changed or reconsidered.

- He was trying to get the public to notice the law is crap.
- So he could prove a point.
- He was protesting a cause.
- To show that he should be able to swim during the day.

### ***No Credit***

Code 0:

- He probably knew he was breaking the law. [*Insufficient*]
- He thought he would not be caught. [*Inaccurate*]

## **Q29**

Question Intent: 6.8

### ***Full Credit***

Code 2: Refers to any two actions that might feasibly have been used to encourage a change in the legislation:

- Take up a petition
- Write to local member.
- Write a letter to the paper.
- Organise a public meeting.
- Vote for a party that supported a change in law.
- Stand on a street corner with a sign.
- Hold a public meeting.
- Get the community to all swim in the daytime.

### ***Partial Credit***

Code 1: Refers to one action that might feasibly have been used.

### ***No Credit***

Code 0: Rephrasing of the question without offering a specific suggestion. May or may not refer specifically to Gocher's aim.

- He could have found some other way of letting people know that the law was ridiculous.
- He should have gone swimming somewhere quiet and not told anyone.  
*[Inaccurate – misunderstands his aim.]*
- He could have forced the government to change the law. *[Implausible]*

## **Q30**

Question Intent: 6.4

### ***Full Credit***

Code 1: Refers to change in community standards and attitudes to bathing over time (since 1902).

- After a while people didn't think there was anything wrong with it.
- "People are more tolerant now."
- No-one cares about things like that now.

### ***No Credit***

Code 0: They decided that you should be allowed to do it now.

- It's not the law any more.
- Because it was no good.
- The government realized it had made a mistake.
- We can swim whenever we like.

## AUSTRALIA DAY

### Q31

Question Intent: 6.6 (10.5)

#### ***Full Credit***

- Code 1: Refers to the start of British settlement of Australia
- When the First Fleet arrived
  - The English coming to Australia

#### ***No Credit***

- Code 0: Captain Cook discovering Australia
- Australia was founded.

### Q32

Question Intent: 6.6 (10.5)

#### ***Full Credit***

- Code 2: Refers to invasion, take over, deprivation, loss, power, force.
- British occupied the land without permission or treaty
  - Because the white man came and took Colin's Country

#### ***Partial Credit***

- Code 1: Refers to the British occupation of the land belonging the Aboriginal people,  
**OR**  
presents the perspective that the arrival of the First Fleet was a bad thing  
for Aboriginal people.
- The Aborigines think it was a bad thing because this was their land and the others had no right to be here.
  - They think it was not fair for the people who already lived here.
  - For Aboriginal people it is a day for mourning, not for celebration.
  - The coming of the British brought a lot of bad things for the Aborigines.

#### ***No Credit***

- Code 0: They think Australia was invaded.

## VOLTAIRE QUOTE

### Q33

Question Intent: 6.7 (10.7)

#### ***Full Credit***

- Code 1: (c) People have a right to free speech no matter what they believe.

## **Appendix 5**

### **Year 6 Class Record Sheet**

---

## Class Record Sheet

## Class Record Sheet

Year 6 Class Record Sheet																Total Raw Score	Scale Score		
	Question	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33		
	Possible Score	2	1	1	1	2	2	2	1	1	3	1	2	1	1	2	1	53	-
No.	Name	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			
11																			
12																			
13																			
14																			
15																			
16																			
17																			
18																			
19																			
20																			
21																			
22																			
23																			
24																			
25																			
26																			
27																			
28																			
Number scoring zero																			
Number scoring 1 rank																			
Number scoring 2 ranks																			
Number scoring 3 ranks																			

## **Appendix 6**

### **Year 6 Item Analysis Sheet**

---

**Item Analysis Sheet**

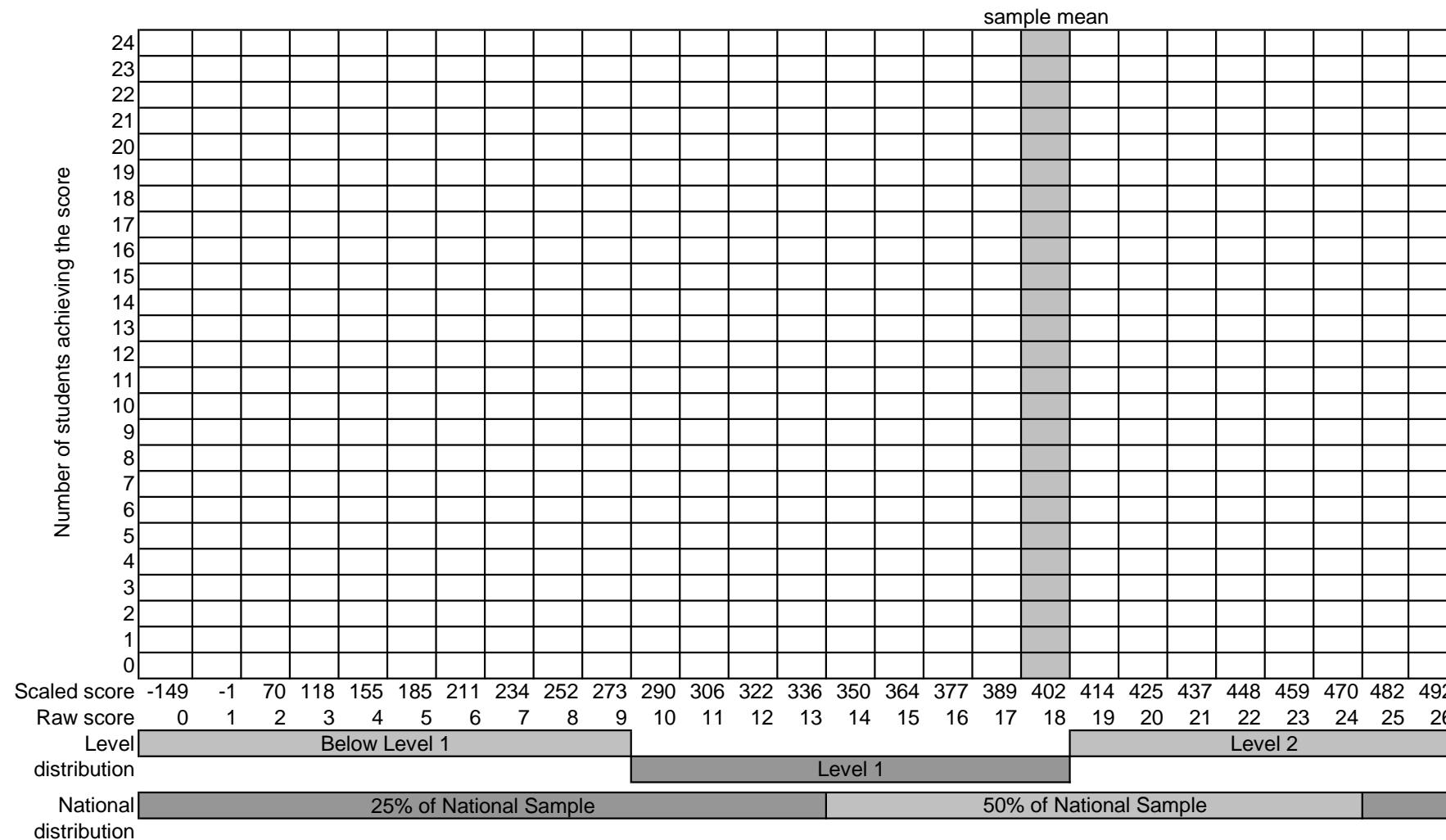
		Number of students assessed =		National sample	Proficiency Level
Qn	Score Value	Number of students	(%) of students		
1	1			33%	1
	2			36%	3
2	1			39%	2
	2			23%	3
3	1			63%	2
4	1			39%	3
5	1			20%	2
	2			38%	2
6	1			31%	3
7a	1			28%	2
	2			15%	3
	3			8%	4
7b	1			31%	3
7c	1			48%	2
8a	1			38%	3
8b	1			64%	1
9	1			7%	5
10	1			69%	1
11	1			44%	2
	2			9%	4
12	1			67%	1
13	1			44%	2
	2			4%	5
	3			1%	5
14	1			70%	1
15	1			52%	2
16	1			47%	2
17	1			34%	2
	2			9%	4
18	1			32%	2
	2			8%	4
19	1			27%	3
20	1			23%	3
21	1			33%	3
22	1			12%	2
	2			26%	3
23	1			5%	4
	2			1%	5
24	1			11%	3
	2			7%	4
25	1			76%	1
26	1			60%	1
27	1			15%	1
	2			48%	1
	3			19%	3
28	1			34%	3
29	1			19%	3
	2			15%	3
30	1			14%	4
31	1			16%	4
32	1			17%	4
	2			3%	5
33	1			73%	1

## **Appendix 7**

### **Year 6 Class Analysis Sheet**

---

### Class Analysis Sheet



### Class Analysis Sheet

